During the Autumn Term, key geographical knowledge drivers are explicitly taught and are then revisited to put learning into context.

Pupils start with what they know and understand by studying concepts and localities familiar to them, building on their prior knowledge. The units are resource rich providing concrete experiences.

Pupils widen their experiences of the local area then zoom out to understand the concept of the whole world. They then go on to study a contrasting area in a non-European country again resource rich.

Year group	Autumn	Spring	Summer
Year 1	Weather and Seasons	Geography of my school and school grounds	The UK (Bright lights, big cities)
Year 2	School in the surrounding environment	Continents and Oceans	Zambia (a contrasting non-European country)
Year 3	Rivers and the Water Cycle	North America	Modern Egypt
Year 4	Volcanoes and Earthquakes	Europe – With a focus on the Mediterranean	Comparing UK and Poland
Year 5	Climate zones and biomes	Brazil	World Trade Links
Year 6	South -West England	Mountains	Sources Fieldwork in the local area

Pupils builds on their knowledge of coasts when studying the South-West. Pupils then zoom out to the study mountain regions worldwide and through enquiry questions apply their geographical knowledge. Digital technology is used to strategically improve their local area.

Pupils begin with a key knowledge driver of rivers and the water cycle putting what they know and understand into the context of the wider world. North America is studied due to its many distinct features and as a contrasting place to the UK. Studying Egypt supports children to focus on a country looking at both physical and human Geography though the lens of geographical concepts: location and place, human and environment interaction, movement and sustainability.

Pupils learn about volcanoes and earthquakes and both their physical features and the impact on human geography. They study London as a major city of the UK building on the four geographical concepts and significance in our capital city. Prior learning from the Autumn Term is then applied to the study of Europe (zooming out) including the region of Naples.

Pupils apply their understanding to the physical and human geography of Brazil including the Amazon Rainforest, activating their prior knowledge of climate zones and biomes. They extend their learning of how Brazil trades with the world to wider world trade links.

Rationale

Year 1 – Weather and seasons, Geography of my school and grounds (fieldwork in classroom and then out on to playground, aerial mapping, plans etc.); Bright lights, big cities – Study of the UK and its four countries, its capital cities and landmarks.

Year 2 – Fieldwork in the surrounding environment (Bumble Hole – planning a route building on directional language used in Y1);Zambia, Africa for contrasting country, compare to Netherton; Continents and Oceans

KS2 – focus on a physical feature/theme of Geography, then use it on context to study an area.

Year 3 – rivers and the water cycle (fieldwork, visit a river), North America and Modern Egypt not to be confused with Ancient Egypt.

Year 4 – volcanoes and earthquakes; London – local fieldwork studies before looking at London; Europe focusing on the Mediterranean which prepares them for Year 5 study of climate zones. UK and Poland, comparing UK with a contrasting European country which some children may have links to with family.

Year 5 – climate zones and biomes: include longitude and latitude, relation to the equator, fieldwork – weather station; Brazil (focuses on rainforest, amazon river, cities – Rio de Janeiro); Expand on trade links for Brazil with wider world trade links

Year 6 – South-West England, linking to WW2 due to evacuees; Mountains; Sources Fieldwork project on improving the local area, using digital technologies.